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ABSTRACT

Reactions of students who had enrolled at Michigan State University in 1971 were assessed and tabulated in 1975 using a senior questionnaire. A total of 1,050 responses were received, representing a 33 percent return from 3,200 fourth-year students to whom surveys were mailed. The surveys consisted of 70 questions concerning academic and personal feelings towards a four-year education at the University, including sections on: general reactions; perceived progress towards career goals; college or department rankings; instructor rankings; individual assistance; University residential services; responsiveness to student needs; co-curricular activities; and out-of-class accomplishments. Results showed that seniors were generally satisfied with their education, that a large majority had progressed towards their career goals, and that formal classroom activity was as highly regarded as extracurricular accomplishments. There was also some indication of concern about final career plans, but this concern did not seem to be attributable to educational programs provided at the University. A separate evaluation revealed that seniors in 1975 appeared to indicate a greater satisfaction in general than seniors in 1971, particularly in academics. Appendices include tables on college major changes and senior viewpoint item responses by college. (DC)

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Learning and Evaluation Service
Michigan State University
East Lansing, Michigan

Seniors View Their MSU Experience--1971-1975

Arvo E. Juola

Paper #35

MSU IS AN AFFIRMATIVE
ACTION/EQUAL OPPORTUNITY
INSTITUTION

SENIORS VIEW THEIR MSU EXPERIENCE

1971 - 1975

**LES Research Reports
1976, No. 1**

**Arvo E. Juola
Learning and Evaluation Service**

June, 1976

SENIORS VIEW THEIR MSU EXPERIENCE

1971 - 1975

Arvo E. Juola
Learning and Evaluation Service

How do Michigan State University seniors view their college experience after four years of attendance? Do they feel their education has been worthwhile? Are there aspects of their education about which they feel particularly satisfied or dissatisfied? Do they feel their instruction has been effective and responsive to student needs? How do they view their vocational prospects? To what degree did seniors take advantage of co-curricular or extra-curricular opportunities? How do the views of seniors today compare to the views of seniors four years ago?

These are the kinds of questions studied by means of a survey mailed to students in the Spring of 1975 who had entered MSU as freshmen in Fall, 1971.* This survey was considered desirable because of changes in institutional and societal climate which has evolved in the past four years and also the four preceeding years. The availability of extensive entry data secured for entering freshmen in 1971, and also senior data the same year, made the 1975 follow-up especially timely. This report, however, will focus on senior reactions and experiences. Other reports will compare senior to freshmen responses in order to chart changes in perspective as a consequence of the four-year MSU experience.

THE PROCEDURE

A total of 1,050 responses were received from questionnaires mailed to seniors in Spring, 1975. This represents a 33 percent return from 3200 fourth-year students to whom surveys were mailed. The population represented the number of fourth-year students enrolled at MSU in Spring Term, 1975, from the total of 5200 freshmen for whom complete survey entry data was available from Fall 1971 entry surveys. The senior sample represents a substantial number of respondents from which to draw a senior perspective about their MSU experience. But one must be cautious in generalizing to all graduating seniors since the respondents may differ in views from non-respondents.

* This survey and analysis was commissioned by representatives from several colleges who not only endorsed the study but also assisted in the construction of the questionnaire and in financing the project. Questions were selected and developed cooperatively by representatives of several campus agencies under the coordination of Drs. Clarence Nelson and Arvo Juola, Learning and Evaluation Service. Contributors included Dr. Frank Vivio, Special Programs; Dr. Irvin Lehmann, Learning and Evaluation Service; Drs. John Zimmer and Wilma Bradley, Natural Science; Dr. Willard Warrington, University College; Dr. Eric Winston, Urban Affairs; and others. Lynn Miller provided assistance with data processing.

Seniors from whom responses were secured were distributed as follows:

<u>Group</u>	<u>N</u>	<u>% of Total</u>	<u>Same College as Freshmen</u>	<u>% Males</u>
All seniors	1,050	100	46.6	46.9
Males	493	47.0		
Females	557	53.0		
Winter, 1975 College				
Agriculture	98		40	75
Business	110		28	66
Engineering	79		77	87
Human Ecology	89		36	0
Natural Science	117		67	54
Veterinary Medicine	13		85	46
Education	86		57	19
Communication Arts	75		40	43
Arts and Letters	95		43	43
Social Science	173		25	42
Lyman Briggs	36		100	69
Justin Morrill	25		88	16
James Madison	12		83	67
Medical Technology	32		28	9
Urban Affairs	8		0	25
Class in Spring, 1975				
Freshmen or Sophomore	3	.3		51
Junior	47	4.5		46
Senior	979	93.2		
Graduate school	7	.7		
Professional school	14	1.4		

These figures show the 1975 fourth-year respondents to be near equally proportioned by sex but favoring females in the total sample (53 percent). The distribution of respondents by college and major (for Winter Term, 1975) show a sufficient number from most colleges to warrant analysis by each college. However, the total numbers of respondents in Veterinary Medicine (N=13), James Madison (N=8) are so small that percentages based upon these groups must be viewed with reservations because the statistics will be quite unstable and perhaps misleading.*

* A first thought was to omit these low frequency college groups from subclassification analysis. Yet, they do provide a basis for speculation and hypotheses about college effects. In fact, introspectional data from a survey such as this are never definitive and only generate hypotheses to be explored further. For this reason, tabulations for all groups will be reported.

The third column (labeled percentage in the same college as freshmen) shows that only about one-half of those who were seniors in 1975 were also in the same college as freshmen (46.6 percent).^{*} Tables 1 and 2 in Appendix A give data on the direction of major change. These tables identify colleges from which terminal majors come (feeder colleges), as well as colleges to which major changers go from initial freshmen choices (transfer colleges).

Finally, the data by class shows that the large majority of fourth-year students surveyed in the Senior Survey were classified as seniors (93.2 percent). A very small number of the respondents were freshmen or sophomores (0.3 percent), a few were in their junior year (4.5 percent), and about 2 percent were in graduate or professional school. For simplicity in reporting, however, the fourth-year respondents will be referred throughout the report as seniors although this is not quite a precise designation.

METHOD OF REPORTING

Data from the Senior Viewpoint will be presented as the percentage of seniors responding as indicated to each inventory item response. The percentages will first be presented for the total sample (N=1,050) and then separately by sex (Male N=493, Female N=557).

Illustrative differences in perspective by college majors will then be identified. Actual percentages of college majors responding to each item response are presented in Appendix B. Only charts highlighting differences in perspective are provided in the text to avoid being overwhelmed by encyclopedic reporting of percentages. These charts will identify colleges with a pattern of response which differs from those of the total senior group by a prescribed degree. A percentage difference of 10 percent (in either direction) from total senior response patterns was arbitrarily established as a level having "practical" significance.^{**} Differences for a college group in a positive direction are identified with a plus (+), in a negative direction with a zero (0). No indication signifies response patterns which were within 10 percentage points of that for all seniors. Those interested in a particular college group can scan the chart and identify potentially differentiating items. Reference, then, to Appendix B enables studying precise differences in the perspective of the group being analyzed.

^{*}This percentage rises to 61.3 percent if those who were initially in "no preference" are excluded from the total sample, still identifying about 40 percent as students who made substantial changes in their major in the three and one-third years.

^{**}The critical difference could as well have been based upon a statistical significance level specifying non-chance probability limits. These, however, would yield variable levels dependent upon group size. A uniform percentage difference seemed more appropriate here as a differentiating level which would identify areas for further consideration.

GENERAL REACTIONS TO FOUR YEARS AT MSU

Are seniors as they approach the end of their fourth year at MSU generally positive or negative about their experience? Items 1-6 below appear to present a highly favorable perspective of general satisfaction.

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
1. Have your major reasons for attending MSU been realized up to this time?						
1. Definitely yes	All Srs.	28	47	11	8	6
2. Mostly yes	Males	27	46	11	10	6
3. Probably	Females	30	49	11	6	5
4. Uncertain						
5. No						

For questions 2-6 select a response from the following key.

- KEY: 1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

2. I feel that I have received a good education at MSU.	All Srs.	21	62	10	5	1
	Males	21	63	10	6	1
	Females	22	62	11	4	1
3. I feel that my experience at MSU has been socially rewarding.	All Srs.	35	49	9	6	1
	Males	32	52	10	6	1
	Females	38	47	8	5	2
4. I am sorry that I went to MSU rather than to another school.	All Srs.	2	4	12	43	39
	Males	2	3	13	44	37
	Females	2	4	10	43	41
5. I feel prepared for a job related to my field of study.	All Srs.	17	44	15	18	6
	Males	17	44	17	16	6
	Females	17	44	13	19	7
6. I feel prepared for graduate or professional education.	All Srs.	19	53	14	11	2
	Males	20	54	14	10	2
	Females	20	51	15	11	3

Item 1 shows that 75 percent of all seniors indicate that their major reasons for attending MSU have been realized (total of mostly or definitely yes, responses 1 and 2). An additional 11 percent indicate "probably," while only 6 percent say "no." Furthermore, 83 percent agree that they have received a good education at MSU, while only 6 percent disagree (Item 2). Equally as positive reactions are indicated on Items 3 and 4 with 84 percent of the seniors feeling that the MSU experience has been socially rewarding and 84 percent disagree with being sorry about having chosen MSU as their collegiate institution.

Responses to Items 5 and 6 asking about the seniors' preparedness for a career or for further graduate or professional education are also generally positive although to a lesser degree than their general satisfaction as expressed in the first four items. A total of 61 percent indicate feeling prepared for a specific career (Item 5) while 72 percent feel prepared for graduate or professional school. In contrast, 24 percent disagree with feeling prepared for a job, and 13 percent with feeling prepared for further education.

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1. Definitely yes	2. Mostly yes	All Srs.	28	47	11	8	6
3. Probably	4. Uncertain	Males	27	46	11	10	6
5. No		Females	30	49	11	6	5

For questions 2-6 select a response from the following key.

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	Males	2	3	13	44	37
	Females	2	4	10	43	41
5. I feel prepared for a job related to my field of study.	All Srs.	17	44	15	18	6
	Males	17	44	17	16	6
	Females	17	44	13	19	7
6. I feel prepared for graduate or professional education.	All Srs.	19	53	14	11	2
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Differences in response patterns by sex to these general feelings about their MSU experience were negligible.

The pattern of response to these general reactions to MSU by seniors with majors in different colleges is highlighted in Chart 1. Actual percentages which form the basis for this chart appear in Appendix B. This chart simplifies the process of isolating unique perspectives of each college major group by identifying colleges where responses by seniors differed by 10 percentage points or more from those of all seniors in the survey sample.

CHART 1
Illustrative College Major Differences on General Reactions to MSU
(+ signifies higher percent, 0 signifies lower percent)

Item No.	Resp.	Ag	Bus	Eng H in Ec	Nat Vet* Sci Med	Ed	Ca	A&L	Soc Sci	Ly Br	Jus Mor	Jam* Mad	Med Tec	Urb* Aff
1.	Major reasons satisfied			+		+	+			0			0	0
2.	Good education at MSU					+						+		
3.	Socially Rewarding													
4.	Sorry I went to MSU					+						+		0
5.	Prepared for Job			+		+	+		0	0			+	+
6.	Prepared for Graduate School					+						+		

Chart 1, for example, shows that senior majors in the College of Engineering and Education (largely elementary education) were even more positive to their MSU experience on two of the general reaction items than even the generally positive reactions of all seniors. They were more positive about their general reasons for attending MSU having been realized and agreed more strongly with feeling prepared for a career. This positive reaction was even more pronounced for the small group of 13 respondents from Veterinary Medicine who were actually in the profession school at this time and the other small group from James Madison. Other positive responses were indicated for Medical Technology and Urban Affairs with regard to feelings about career preparation, and for Human Ecology with regard to MSU being socially rewarding. Less positive responses than for all seniors were indicated by seniors in Lyman Briggs, Medical Technology, and Urban Affairs with regard to having their major reasons for attending MSU realized at this time, and for feelings about job preparedness by Social Science and Lyman Briggs majors.

* Numbers of students in these three college groups were extremely small (N ranges from 8-13) and differences should be viewed with reservations. Critical reversals by 2 or 3 students could change the indicated response pattern.

EVALUATION OF SPECIFIC OUTCOMES

In contrast to the composite reactions earlier, Items 7-17 provide more specific educational outcomes which seniors were asked to evaluate. Items 7 to 11 ask seniors to indicate the amount of progress they feel has been made toward five broad outcomes of a college education.

Questions 7-11 list possible outcomes of a college education. Indicate the amount of progress you feel you have made toward each of these outcomes during your four years at MSU. For questions 7-11 please select a response from the following key.

- KEY: 1. Dramatic progress--one of my most conspicuous outcomes
2. Considerable progress
3. Moderate progress
4. Some progress
5. No progress

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
7. Developing the ability to think critically and to understand the uses and limitations of knowledge	All Srs.	20	56	19	4	0
	Males	19	58	17	5	1
	Females	20	55	20	4	0
8. Understanding different world views, cultures and ways of life	All Srs.	17	45	26	10	1
	Males	15	46	26	12	1
	Females	19	45	27	9	1
9. Acquiring a broad cultural background	All Srs.	13	46	29	11	1
	Males	12	46	29	12	1
	Females	14	46	28	10	1
10. Personal development--understanding myself, my abilities and limitations, and my place in society	All Srs.	38	43	12	5	1
	Males	33	44	15	5	2
	Females	42	42	10	4	1
11. Social development--gaining skill in relating to other people	All Srs.	32	44	15	7	1
	Males	26	44	20	9	2
	Females	38	45	11	6	1

Questions 12-17 are concerned with experiences you have had in your college or major department. (By college is meant the college that will grant your degree, e.g., Arts and Letters, Lyman Briggs, Natural Science, Social Science, etc.) For questions 12-17 please select a response from the following key.

- KEY: 1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

I FEEL THAT MY COLLEGE OR MAJOR DEPARTMENT--

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
12.	has provided an intellectually stimulating environment.	All Srs. 15	58	14	10	2
	Males	14	59	16	9	2
	Females	16	57	14	11	3
13.	has given me a sense of identity with an academic community.	All Srs. 16	52	10	18	5
	Males	14	53	12	16	4
	Females	18	50	8	20	4
14.	has afforded me a program of studies relevant to the problems of society.	All Srs. 15	45	22	14	4
	Males	13	42	27	14	4
	Females	16	49	17	14	4
15.	has helped me become more sensitive to ethical issues.	All Srs. 10	39	21	25	6
	Males	8	33	24	28	7
	Females	11	44	18	23	4
16.	has helped me to develop life goals, values and standards.	All Srs. 9	43	18	24	7
	Males	8	43	19	22	8
	Females	9	43	16	25	6
17.	has provided an opportunity for being part of a meaningful social group.	All Srs. 10	37	19	27	7
	Males	8	36	24	24	7
	Females	11	38	16	29	7

* * * * *

Over three-quarters of the seniors indicated either considerable or dramatic progress toward developing the ability to think critically (Item 7), personal development or understanding one's self (Item 10), and social development or social skills (Item 11), while one percent or less indicated no progress. Well over half of the seniors indicated considerable or dramatic progress toward acquiring a broad cultural background (59 percent) and toward understanding different world views, cultures, or ways of life (62 percent). Again, only one percent indicated no progress on these two dimensions. Sex differences in response patterns were small but more females indicated dramatic progress in areas of personal and social development.

Items 12 to 17 ask about college or major departmental influences in related broad educational dimensions. A substantial proportion of responding seniors agreed or strongly agreed with having been provided an intellectually stimulating environment (73 percent) while only 12 percent disagreed. Responses to Items 13 and 14 show well over half agreed

with having had a sense of identity with the academic community (68 percent), and with being provided a program of studies relevant to the problems of society (60 percent) but 18 and 23 percent disagreed.

Items 15 to 17 try to approach somewhat more intangible outcomes such as sensitivity to ethical issues, life goals, and meaningful social groups and here the degree of agreement drops to about one-half of the students. Only 49 percent of the seniors agree with the college or department helping them to become more sensitive to ethical issues, 52 percent agree to the influence on life goals, values or standards, and 47 percent agree to the administrative unit providing the opportunity to become part of a meaningful social group. Surprisingly, sex differences on these personal-social type dimensions were quite small and inconsistent with sex differences generally detected on freshmen surveys.

The pattern of response on these more specific educational outcomes by major college groups is presented in Chart 2.

CHART 2
Evaluation of Specific Outcomes by College
(+ signifies a higher percent, 0 signifies a lower percent)

Item	Resp.	Ag	Bus	Eng In	H EC	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tech	Urb Aff
Progress toward:																
7	Thinking critically						+							+		+
8	Understanding world views			0							+		+	+	0	+
9	Broad cultural educ.			0			0			+				+	0	
10	Personal development				+											+
11	Social development			0								0		+		
College or department provided:																
12	Intellectual environment			+	0		+					+	+	+		
13	Identity - acad. commun.			+			+				0	+	+	+		+
14	Relevance to society					0	+			0	+		+	+	0	+
15	Awareness of ethical issues			0	+	0	+						+	+		+
16	Help in life goals						+		0		0		+	+		+
17	Meaningful social group	+		+		0	+	+		0	0		+	+		+

Interpretation of these items by college is awkward. The items cover personal goals, feelings of identity or belonging, breadth and relevance of experience, etc. Whatever the thrust, the small groups of seniors in James Madison, Justin Morrill, Urban Affairs, and Veterinary Medicine feel more positive while other college groups have mixed positive and negative reactions. A detailed study of the patterns for specific colleges may yield hypotheses about how students perceive these diverse college influences. The diversity of these colleges suggest that students may be responding to these questions on essentially different bases. Reference to the actual tabulations in Appendix B would certainly be useful in clarifying the pattern of response and magnitude of difference.

REACTIONS TO INSTRUCTION AND INSTRUCTORS

Items 18 to 27 focus on the formal instructional process and how the professor was viewed by seniors.

For items 18-27 please select a response from the following key.

- KEY: 1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

GENERALLY SPEAKING, I FOUND MY MSU PROFESSORS---

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
18. were interested in teaching.	All Srs.	8	73	10	8	1
	Males	9	73	11	6	1
	Females	8	73	8	9	1
19. inspired me to learn.	All Srs.	4	42	29	22	4
	Males	3	37	33	21	5
	Females	4	46	25	22	3
20. made relevant assignments.	All Srs.	3	61	20	14	2
	Males	3	64	21	12	1
	Females	3	58	20	16	3
21. were sensitive to needs of individual students.	All Srs.	3	41	29	22	4
	Males	3	41	32	20	4
	Females	4	41	27	23	5
22. were available for help when I needed it.	All Srs.	10	64	15	9	2
	Males	10	64	16	9	1
	Females	10	64	15	9	2
23. were fair in their grading.	All Srs.	3	69	19	8	2
	Males	2	67	20	8	2
	Females	2	69	18	8	2
24. were thorough in their evaluation.	All Srs.	2	42	32	21	3
	Males	1	43	34	20	2
	Females	2	42	31	21	4
25. in my major area, were distinguished scholars.	All Srs.	13	43	22	16	5
	Males	11	45	24	16	4
	Females	16	41	20	16	6
26. used effective teaching methods.	All Srs.	4	51	27	15	3
	Males	2	52	30	13	3
	Females	5	49	25	18	3
27. outside my major, had a broad perspective which served many majors.	All Srs.	6	45	29	18	2
	Males	6	46	30	16	3
	Females	6	45	29	19	2

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
28.	How many hours a week, on the average, did you spend in out-of-class studying during the <u>past year</u> ?	All Srs. 19	44	28	8	2
		Males 20	45	24	8	2
		Females 18	42	31	7	2
	1. Less than 10 hours per week					
	2. 10-20 hours per week					
	3. 21-30 hours per week					
	4. 31-40 hours per week					
	5. More than 40 hours per week					
29.	How many hours a week, on the average, do you believe you spent in out-of-class studying when you <u>were a freshman</u> ?	All Srs. 22	38	28	8	3
		Males 25	39	26	7	3
		Females 20	38	30	9	3
	1. Less than 10 hours per week					
	2. 10-20 hours per week					
	3. 21-30 hours per week					
	4. 31-40 hours per week					
	5. More than 40 hours per week					

The tabulations certainly show that the professor was viewed positively by a large proportion of seniors on most items. A large proportion agreed that their professors were interested in teaching (Item 18 - 81 percent). A substantial majority agreed that class assignments were generally relevant (Item 20 - 64 percent), that professors had been available for needed help (Item 22 - 72 percent) and that they had been fair in grading (Item 23 - 72 percent). A majority believed that their professors had used effective teaching methods (Item 26 - 55 percent), and regarded professors in their discipline as distinguished scholars (Item 25 - 56 percent), and professors outside of their discipline as having a broad service perspective (Item 27 - 51 percent). Less conspicuous endorsements, but yet ones which were viewed positively far more often than negatively, were indicated for Item 19 whether professors inspired them to learn (46 percent agreed but 26 percent disagreed), Item 21 whether professors were sensitive to the needs of individual students (44 percent agreed but 26 percent disagreed), and Item 24 on the thoroughness of the professors' evaluation (44 percent agreed but 24 percent disagreed).

Items 28 and 29 asking about hours per week spent in out-of-class study shows essentially the same allocation of time both as freshmen and seniors. The modal time is indicated as 10 to 20 hours with 72 percent indicating out-of-class study as in the range from 10-30 hours per week as seniors.

The response patterns by male and female seniors were essentially the same. This is particularly surprising when one considers the diversity in majors for each of the two sexes.

Analysis of the response patterns for these instructional reactions by major college groups presents a variety of interesting positive and negative differences.

CHART 3
Reactions to instructors by College
(+ signifies a higher percent, 0 signifies a lower percent)

Item	Resp.	Aq	Bus	Eng in	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff
Found my Professors:																
18	Interested in teaching						+						+		0	0
19	Inspired me					+	+			+				+	+	0
20	Made relevant assns.		+	+	0		+		0			+			0	0
21	Sensitive to students			+						+						
22	Available for help							+					+		+	
23	Fair in grading			+									0	+		0
24	Thorough in evaluation				0			+			0			+	+	
25	Distinguished scholar	+			0	+	+		0		0			+	+	
26	Used good teach. methods						+					+			0	
27	Had broad perspective				+										+	0
28	Amt. study - past year	0				+			0					+	+	
29	Amt. study as freshman	0					0						+	+		

Chart 3 shows that professors in Engineering, for example, are perceived by more of its majors as having made relevant assignments, being sensitive to the needs of individual students, and for being fair in their grading. More seniors in Natural Science perceived their professors as having inspired them to learn and as being distinguished scholars. Seniors in Education were more prone than seniors in general to regard their professors as fair in grading and thorough in evaluation. More seniors perceived their professors in Agriculture as scholars, in Business for relevant assignments, in Arts and Letters as inspiring and sensitive to students, and Lyman Briggs for relevant assignments and good teaching methods.

INDIVIDUAL ASSISTANCE

Items 30 - 37 inquire about the seniors' perception of the amount and effectiveness of individual assistance they have received from a variety of sources.

Items 30-32. Consider the assistance you received from your ACADEMIC ADVISOR.

- KEY: 1. Very helpful
2. Helpful
3. Not much help
4. Not relevant - no experience

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
30.	The help and guidance you received as a junior and/or senior	All Srs. 18	36	38	8	*
	Males	16	38	38	7	*
	Females	18	34	39	9	*
31.	The help and guidance you received as a freshman and/or sophomore	All Srs. 12	26	55	7	*
	Males	10	30	52	7	*
	Females	13	23	58	6	*
32.	The help and guidance you received from college academic affairs office	All Srs. 2	11	28	59	*
	Males	2	10	30	57	*
	Females	2	11	25	61	*

For questions 33 - 36 please select a response from the following key.

- KEY: 1. Very much
2. Substantially
3. Moderately
4. Slightly
5. Not at all, or not applicable

TO WHAT EXTENT--		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
33.	was the individual academic advising in All Srs.	15	18	24	24	19
	your college or major department helpful	14	20	24	24	17
	to you? Males	15	16	24	24	21
	Females					
34.	have fellow students provided a posi-	19	34	26	16	6
	tive influence on your educational	16	34	27	18	6
	achievement? Males	22	34	25	14	5
	Females					
35.	did your college or major department	14	20	24	27	15
	afford you the opportunity to have	14	21	23	27	15
	informal contacts with faculty outside	14	18	25	27	15
	the classroom? Males					
	Females					
36.	did your experience in a residence hall	26	26	22	14	12
	positively contribute to your total	22	24	24	15	14
	education at MSU? Males	30	27	20	14	10
	Females					

37.	I feel that my college or major depart-	All Srs.	21	54	11	10	4
	ment has provided the opportunity for	Males	21	54	14	9	2
	me to get individual attention, when	Females	21	54	9	11	5
	needed, from faculty.						

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

With regard to academic advising received as upper and lower classmen, Item 30 and 31 indicate that seniors appear to perceive the quality of their advising received as upperclassmen more favorably than academic advising provided as freshmen or sophomores. Upperclass advising is viewed by 54 percent of the seniors as helpful or very helpful but only 38 percent are as positive to advising in their first two years. While many (38 percent) indicate "not much help", one must keep in mind that "help" to the student involves meaningful impact and need. It is quite possible that many students are not in need of help and even the most effective advising programs may have little impact on being perceived as "helpful."

Item 32 indicates that less than half of the seniors have taken advantage of consultation available from college affairs offices. Item 33 probes further into reactions to academic advising and indicates that 57 percent of the seniors feel their individual academic advising has been moderately, substantially, or very helpful (total of responses 1-3). While 19 percent check response 5, this percentage can be reduced by the non-relevancy responses indicated in Items 30 and 31 by 8 yielding only 11 percent who seem to feel their academic advising was not helpful at all.

Item 34 clearly shows that seniors perceive fellow students as major influences on their educational adjustment with 79 percent of the seniors indicating fellow students as having a moderate, substantial or very positive influence (responses 1-3). Similarly, Item 36 shows 74 percent of the seniors indicating that their residence hall experience contributed positively to their education.

Responses by seniors to Items 35 and 37 appear to reject the view that students in a multi-university such as MSU suffer from the availability of individual attention. On Item 35, 58 percent of the seniors indicate that they had a moderate or greater opportunity for informal contacts with faculty outside of the classroom while only 15 percent indicate not at all or not applicable. Item 37 is equally as favorable with 75 percent of the seniors agreeing that their college or department provided necessary individual attention from faculty while only 14 percent disagreed.

Chart 4 presenting unique differences among the major colleges on these individual assistance items indicates an unusual degree of consistency across many of these items by individual colleges.

CHART 4
Individual Assistance by College
(+ signifies a higher percent, 0 signifies a lower percent)

Item	Resp.	Ag	Bus	Eng in	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff
30	Jr.-Sr. Academic Advising		0	+		0					+		0		0	+
31	Fr.-Soph. Academic Advising	+			+	0	+				0		+			+
32	College Student Affairs	+											+	0		+
33	Academic Advising	+		+		0	0					+	+		0	+
34	Influence of students						+		+					+		0
35	Informal fac. contact		0	+	0						0	+	+	+	0	
36	Resid. hall impact				+		+							0		
37	Indiv. faculty help			+	0							+	+	+	0	

Colleges in which seniors perceive an atypically high opportunity for individual contact or assistance include Agriculture, Engineering, Lyman Briggs, Justin Morrill, and Urban Affairs. Colleges where seniors were less positive include Business, Human Ecology, Natural Science, and Medical Technology.

RESPONSIVENESS TO STUDENT NEEDS AND VIEWS

Items 38 to 42 ask whether seniors perceived their college or department as responsive to student needs and views.

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
38.	To what extent were faculty members of	7	26	40	18	9
	your college or department receptive to	6	26	42	19	8
	differing views?	9	26	38	17	10
	All Srs.					
	Males					
	Females					
	1. Very much					
	2. Substantially					
	3. Moderately					
	4. Slightly					
	5. Not at all, or not applicable					

Questions 39-42 are concerned with experiences you have had in your college or major department. (By college is meant the college that will grant your degree, e.g., Arts and Letters, Lyman Briggs, Natural Science, Social Science, etc.) For questions 39-42 please select a response from the following key.

- KEY: 1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

I FEEL THAT MY COLLEGE OR MAJOR DEPARTMENT --		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
39.	is responsive to the needs of students.	6	43	26	20	5
	All Srs.	4	46	27	18	5
	Males	8	41	24	22	6
	Females					
40.	has given me the opportunity to participate in academic decision-making.	8	35	23	26	8
	All Srs.	7	34	25	26	8
	Males	8	36	21	27	8
	Females					
41.	has afforded me an adequate choice of electives apart from the specialized requirements for my major.	25	42	9	16	8
	All Srs.	26	45	11	12	6
	Males	25	39	7	19	10
	Females					
42.	treats me as though I am of some importance as an individual.	11	45	17	20	7
	All Srs.	10	45	20	18	6
	Males	11	45	15	21	7
	Females					

Item 38 shows 73 percent of the seniors indicating that their faculties were moderately, substantially, or very receptive to differing views while only 27 percent indicated only slightly or not at all. Item 39 shows 49 percent of the students agreeing with their college or department being responsive to the needs of students although 25 percent disagree. Item 42 suggests that students do seem to have feelings of identity since 66 percent agree with feeling treated by their college or department as of some importance as an individual. Students appear not too unduly restricted by curricular requirements since 67 percent feel

they have had an adequate choice of electives. While more seniors (43 percent) agree with having had the opportunity to participate in academic decision making as indicated in Item 40, a substantial minority of 34 percent disagree. Sex differences across these items are again minimal.

Chart 5 isolating college differences across these items show differences in the positive direction generally characteristic of the three residential colleges, Engineering, and Urban Affairs.

CHART 5
Responsiveness to Student Needs and Views
(+ signifies a higher percent, 0 signifies a lower percent)

Item	Resp.	Ag	Bus	Eng in	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff
38	Respons. diff. views	0		+	0	0	0		0	+	0		+	+	0	+
39	Respons. student needs			+	0							+	+	+	0	+
40	Acad. decis. making	0							0			+	+	+	0	+
41	Adequate electives	0			0		0	0			+	+	+		0	
42	Student feels important	0	+				+					+	+	+		

CAREER ORIENTATION

Items 43 to 48 probe into concerns seniors may have about career or vocational concerns in this period of job uncertainty.

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
43.	Do you feel that your education makes you competitive in the present job market?					
	All Srs.	28	35	20	16	*
	Male	28	36	19	16	*
	Female	28	34	21	16	*
	1. Definitely yes					
	2. Probably yes					
	3. Perhaps					
	4. No, I do not					
44.	In retrospect, I wish I had selected a different major.					
	All Srs.	8	13	16	34	30
	Male	6	11	16	36	31
	Female	9	15	16	32	29
	1. Strongly agree					
	2. Agree					
	3. Undecided					
	4. Disagree					
	5. Strongly disagree					

		Resp 1	Resp 2	Resp 3	Resp 4	Resp 5
45.	If after graduation you seek but cannot find a job related to your specialized area, what will you do?	All Srs. 52	4	27	9	8
		Male 43	4	33	9	10
		Female 60	4	21	8	6
	1. Take another available job while I keep searching					
	2. Get training in another area where jobs are available					
	3. Go on to further study or graduate work in my basic area					
	4. Take graduate work in another area of concentration					
	5. Don't know what I will do					
46.	Have you had formal career or vocational counseling while at MSU? (Check the major experience.)	All Srs. 8	10	6	8	67
		Male 7	8	5	9	70
		Female 9	12	6	8	65
	1. Yes, as a freshman					
	2. Yes, as a sophomore					
	3. Yes, as a junior					
	4. Yes, as a senior					
	5. No					
47.	If you sought formal career or vocational counseling, where did you go for help? (Please check the principle source.)	All Srs. 14	16	10	5	56
		Male 11	14	14	5	56
		Female 16	17	7	5	55
	1. Counseling Center					
	2. My Academic Adviser					
	3. From some other source					
	4. I wanted help but didn't know where to go.					
	5. I did not seek career counseling.					
48.	If you received career or vocational counseling, how satisfied were you?	All Srs. 4	17	9	9	61
		Male 3	18	9	9	61
		Female 5	16	8	8	62
	1. Very satisfied					
	2. Satisfied					
	3. Undecided					
	4. Dissatisfied					
	5. Not applicable - I did not seek help.					

Item 43 indicates that most students feel MSU has prepared them sufficiently for their vocation since 63 percent indicate probably or definitely to the question about their education making them competitive in the present job market while 16 percent say it did not. This is even more impressive in view of the depressed labor market. A substantial majority also feel satisfied with their curricular choice since 64 percent disagree with the statement in Item 44 about wishing they had selected a different major. However, about one fifth agree (21 percent). Item 45 asking about alternative plans should seniors not find a desired job show about one half of the seniors (52 percent) indicating a plan to find an alternative job while continuing to search, while about one quarter indicated an intent to go on to graduate work in their present discipline.

A substantial majority, according to Item 46 indicate having had no formal career or vocational counseling, and the minority with the experience showed no particular period in the collegiate career as a focal moment for the counsel.

Of the minority of seniors who had experienced career counseling, twice as many indicated being satisfied or very satisfied with the experience (21 percent) in contrast to being dissatisfied (9 percent). Sex differences among these items showed females as more likely to continue searching for a job in contrast to going on to graduate school (Item 45). Females also showed a slightly higher incidence of having sought career counseling.

The three items which were scalable for use with exploring college differences are presented in Chart 6.

CHART 6
Career Orientation by College
(+ signifies a higher percent, 0 signifies a lower percent)

Item	Resp.	Eng		H	Nat	Vet				Soc	Ly	Jus	Jam	Med	Urb	
		Ag	Bus	in	Ec	Sci	Med	Ed	CA	A&L	Sci	Br	Mor	Mad	Tec	Aff
43	Competitive for job		+	+	+		+	+		0	0	0		0	+	
44	Wish different major	+		+			+				0			0		
46	Had career counseling												+	0	+	+

These show the college majors who feel more competitive in the job market as Business, Engineering, Home Economics, Veterinary Medicine, and Medical Technology. More seniors in Agriculture, Engineering and Veterinary Medicine disagree more with wishing they had selected a different major. Colleges with a higher incidence of seniors who had formal career or vocational counseling included Justin Morrill, Medical Technology, and Urban Affairs. The small and perhaps atypical group of senior respondents from James Madison College presents an interesting contrast. They appear to regard their job prospects as more bleak (Item 43) and more tend to wish they had selected a different major (Item 44). Yet, they were atypically low on seeking career or vocation counseling.

49. What do you plan to do immediately after graduation? (Select <u>one</u> of 10 choices)	1975 Seniors			1971 Seniors		
	All	Srs.	Males Females	All	Srs.	Males Females
1. Attend a graduate or professional school	21	26	17	28	36	18
2. Take a position in government service	6	6	6	7	7	6
3. Take a position in business or industry	22	25	20	19	22	15
4. Take a teaching position	14	8	18	23	8	39
5. Go into military service	3	3	3	6	10	1
6. Join the Peace Corps, Vista, or some similar volunteer organization	3	4	2	3	2	4
7. Become a homemaker	1	0	1	1	0	2
8. Take any job I can get	12	8	14	*	*	*
9. I have no definite plans	9	11	6	7	7	8
10. Other	11	8	13	7	7	9

50. In thinking about your occupational future, which of the following do you feel you will have a preference for in the long run? (Select one of the eight responses.)

	1975 Seniors			1971 Seniors		
	All	Srs.	Males Females	All	Srs.	Males Females
1. An academic life (teaching, research, other scholarly work)	14	13	15	25	19	31
2. A business life	14	14	13	10	15	5
3. A professional life (doctor, lawyer, engineer, etc.)	31	32	29	22	33	10
4. A life of a trained technician or craftsman	2	1	4	2	2	1
5. A life centering upon some aspect of the creative arts	5	5	5	9	7	11
6. A life centering upon a home and a family	14	16	11	18	11	27
7. Other	13	12	15	8	8	9
8. I have not given sufficient thought to this matter to say	7	6	7	5	5	6

51. If you could have your own choice in the matter, in which kind of firm, organization, or situation would you prefer to work after you finish your schooling? Mark only one of the nine alternatives.

1. Own business (or farm)	8	12	5	9	13	5
2. Small business firm	4	4	4	5	6	4
3. Medium to large firm or corporation	18	21	15	12	15	9
4. Own professional office (e.g., law office, dental office)	11	15	8	11	19	2
5. An educational institution (e.g., high school, college)	20	14	26	33	17	48
6. A public or private research organization	8	8	7	9	10	8
7. A public or private welfare agency	5	3	7	4	3	6
8. Government service (other than research, welfare or military)	7	8	7	5	6	4
9. Other firm, organization or situation	19	17	21	12	10	14

Items 49-51 probe further into short-range and long-range career plans.

Item 49 shows senior plans after graduation to be nearly evenly divided between going on to graduate or professional work (21 percent) and going into business or industry (22 percent). Going into teaching is a distant third choice (14 percent). A sizable minority of 12 percent indicate "taking any job I can get" as their basic short-range plan, perhaps reflecting disenchantment with professional career plans in this deflated job market. Long-range plans as surveyed in Item 50 show a conspicuous preference for a professional life (31 percent). Second in preference was divided nearly equally among three groups, namely, an academic life (14 percent), business life (14 percent), and a life centered about the home and family (14 percent). Item 51 asks about the kind of setting or structure in which seniors would like to work immediately after graduation. The dominant preferences were an educational institution (20 percent) and medium to large firm or corporation (18 percent).

Sex differences across these three items are quite evident. Male seniors are more prone in their immediate post-graduate work and to consider positions in business or industry. Females are more disposed toward teaching.

It is of interest to contrast the career plans of seniors in 1975 to seniors in 1971, four years earlier. Questions similar to Items 49-51 had also been administered to 900 seniors in a similar mailed survey. Of special interest is whether the changing job market since 1971 has influenced the career plans of seniors in 1975. One, however, must remember that the depressed job market was already operative in 1971, as well, but the patterns of stresses and strains were quite different. Data for seniors in 1971 are presented to the right of tabulations for the 1975 seniors for Items 49-51 above.

Contrasts between 1975 and 1971 senior responses on Item 49 show a definite shift in perspective.* Fewer seniors in 1975 indicate plans to attend graduate or professional school immediately after graduation. This drop is nearly exclusively attributable to male seniors; percentages for females are essentially the same. This is probably at least partially a function of the intensified competition for getting into professional schools in 1975. Seniors in 1975 are also more prone to consider business and industry as a basic career orientation. Teaching as a career choice also shows a decline from 1975 to 1971. This decline is evident exclusively to females who show only 18 percent indicating teaching in 1975 in contrast to 39 percent in 1971.

Item 50 also shows differences with fewer seniors, especially females, in 1975 preferring an academic life, a life in the creative arts, or a life centered among a home and family. More seniors in 1975 indicate preferring a professional life or a business life. On Item 51 change in 1975 is toward more seniors considering a large business firm and fewer an educational institution as an immediate alternative.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

It is often stated that a student could secure a broad education at MSU without attending a class. The University has a wealth of non-class activities available to those who wish to take advantage of them. But, to what degree did students utilize these activities? Items 52 to 60 asked seniors the degree to which they participated in a variety of extra-curricular activities.

* Question 49 was somewhat modified from the question asked in 1971. A new alternative "take any job I can get" was added, and attending graduate school was a separate alternative from attending professional school in 1971.

Questions 52-60 concern your participation in certain co-curricular activities during your MSU experience. For each question indicate whether you--

- KEY: 1. Did not participate at all
2. Participated, but not frequently
3. Participated often or regularly

		<u>Did Not</u>	<u>Not Frequently</u>	<u>Often</u>
52. Activities sponsored by a religious organization	All Srs.	68	21	11
	Male	70	20	11
	Female	66	23	12
53. Student government	All Srs.	74	18	8
	Male	72	18	10
	Female	75	18	7
54. Department or college academic governance	All Srs.	81	14	5
	Male	82	12	6
	Female	81	15	4
55. Literary, oratorical, or dramatic activities	All Srs.	81	14	5
	Male	86	11	3
	Female	77	16	6
56. Intramural athletics	All Srs.	36	31	33
	Male	21	29	50
	Female	49	33	19
57. Musical, dance or other fine arts activities	All Srs.	63	24	14
	Male	67	20	14
	Female	59	27	14
58. Workshops, lectures or organized discussions not related to class assignments.	All Srs.	34	52	14
	Male	34	51	15
	Female	33	53	14
59. Special interest clubs (photography, sailing, etc.)	All Srs.	59	27	14
	Male	55	27	18
	Female	62	27	12
60. Volunteer programs (tutoring, aid to the blind, MSU Volunteers)	All Srs.	66	21	12
	Male	74	17	9
	Female	59	25	16

The percentage above show workshops, lectures or discussion groups (Item 58) and intramural athletics (Item 56) to be most frequently utilized activities. A total of 66 percent of the seniors had participated in workshops, lectures, or discussion groups, although only 14 percent indicated being regular participants. Intramural athletics seemed to be the most regularly utilized resource with nearly two-thirds of the seniors (64 percent) indicating some participation and one-third of all seniors indicated being regular participants.

Activities utilized by over one-third of the seniors included special interest clubs (Item 59), musical, dance, or other fine arts activities (Item 57), and volunteer programs (Item 60). Special interest clubs were indicated as having been utilized by 41 percent of the seniors and by one-third of these users indicated regular usage (14 percent). Participation in musical, dance, or fine arts activities was indicated by 38 percent of the seniors, with nearly one-third of the users indicating regular usage (14 percent). Item 60 had one-third of the seniors indicating some degree of participation (33 percent) and again about one-third of the participants indicated participating regularly and often (12 percent).

The remaining activities were indicated as having been utilized by approximately one-fifth to one-third of the seniors with regular or frequent usage indicated by one-quarter to one-third of the participants. These include activities by religious organizations (32 percent participated), student government (26 percent), departmental or college academic governance (19 percent), and literary, oratorical, or dramatic activities (19 percent).

Together, the range of activities and the amazingly high degree of participation indicated truly demonstrates that the educational experience at MSU goes far beyond the confines of the classroom. The data show that even when the extra-curricular activities are considered separately for each activity, the degree of participation encompasses a majority of undergraduate students. Were the data consolidated to take into consideration that different students participate in diverse activities, the degree of utilization of the co-curricular opportunities would undoubtedly show that the vast majority of MSU graduates have truly had an education in breadth as well as depth.

Analysis of the data by sex shows females as slightly more prone to participate in volunteer programs, fine arts activities, literary activities, and religious activities. Males, however, seemed to participate more in intramural athletics and special interest groups.

Chart 7 presents an overview of the degree of participation in these co-curricular activities by college majors.

CHART 7
Participation in Co-Curricular Activities by College
(+ signifies a higher percent, 0 signifies a lower percent)

Item	Resp.	Ag	Bus	Eng in	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff
52	Religious activities						0	+						+		+
53	Student Government												+	+		
54	Coll.-Dept. Governance						0		+	+			+	+	0	
55	Literary activities	0	0				+			0			0	+		
56	I.M. Athletics	+	+	+	0		+			0			0	+		
57	Fine Arts activities		0							+		+	+	0		
58	Lectures - discuss.			0			+		+				+			
59	Interest Groups	+		+			+									
60	Volunteer progs.		0				0	+					+			

These show a highly contrasting pattern of participation. The pattern of difference and contrast appears to be a function of greater availability of certain activities for different majors such as special interest groups in technical majors, greater opportunity for participation as in governance activities in smaller colleges, disposition toward certain activities such as fine arts and literary activities by liberal arts majors, sex associated activities for majors with a predominance of males or females, etc.

NON-CLASS ACCOMPLISHMENTS

A recurring criticism of the college transcript and graduation records is the exclusive focus in these records on only academic credits and grades. The reactions often imply that these indices are too restrictive and do not represent the totality of the students' accomplishments. But, meaningful viable options and extensions have usually proved to be of limited value or nonoperational. Items 61 to 70 below represent one attempt to explore the realm of non-academic achievements students may have experienced during the course of their undergraduate education. Seniors were asked to indicate whether and how often they have had "accomplishments" of the kind listed.

Items 61-70 list experiences or "out-of-class" accomplishments you may have had while in college. Read each of these and indicate the extent of your experience in each area by using the following key.

- KEY: 1. None-have not had the experience
 2. Had the experience one time or for a year or less
 3. Had the experience two times or more or for more than a year

		<u>None</u>	<u>One Time</u>	<u>2+ Times</u>
61. Helped organize and conduct an opinion or information poll (e.g., Gallup, or Roper-type) at school or in the community	All Srs.	79	16	5
	Males	79	16	5
	Females	79	15	6
62. Built or improved upon a piece of scientific equipment or laboratory apparatus on my own (not as part of a course requirement)	All Srs.	91	6	3
	Males	85	9	6
	Females	96	3	1
63. Was a primary organizer of a student or community service group	All Srs.	76	14	11
	Males	76	13	11
	Females	75	15	10
64. Elected to one or more student offices	All Srs.	73	14	13
	Males	75	12	13
	Females	72	16	13
65. Served on a student-faculty committee or group	All Srs.	83	12	5
	Males	84	10	6
	Females	83	13	5
66. Elected president of a "special interest" student club	All Srs.	91	6	3
	Males	88	8	5
	Females	93	5	2
67. Worked as a volunteer aide in a hospital, clinic, or home	All Srs.	78	13	9
	Males	86	8	6
	Females	71	17	12
68. Worked as a volunteer on a school or civic improvement project	All Srs.	67	23	10
	Males	72	19	8
	Females	63	26	12

		None	One time	2+ times
69.	Attended meetings of one or more local civic groups	All Srs. 70 Male 70 Female 70	17 18 17	13 13 14
70.	Had contact with a local official about some community problem	All Srs. 71 Male 70 Female 72	20 19 21	10 12 8

The tabulations show that one-quarter or more of MSU seniors indicate having worked as a volunteer on a school or civic improvement project (Item 68 - 33 percent), attended meetings of local civic groups (Item 69 - 30 percent), had contact with a local official about some community problem (Item 70 - 30 percent), been elected to a student office (Item 64 - 27 percent), and been a primary organizer of a student community service group (Item 67 - 22 percent) and having helped organize an opinion or information poll (Item 61 - 21 percent). Nearly one in ten seniors indicated having built or improved a piece of scientific or laboratory equipment (Item 62 - 9 percent) and having been elected president of a special interest club (Item 66 - 9 percent). Sex differences are negligible, although females tend to indicate a higher degree of participation in volunteer activities.

Chart 8 presents these "out-of-class accomplishments" by college major groups.

CHART 8
Out-of-class Accomplishments by College
(+ signifies a higher percent, 0 signifies a lower percent)

Item	Resp.	Ag	Bus	Eng	H	Nat	Vet	Ed	CA	A&L	Soc	Ly	Jus	Jam	Med	Urb
				in	Ec	Sci	Med				Sci	Br	Mor	Mad	Tec	Aff
61	Organized opinion poll	0	0			0	0		+		+	0	+	+		+
62	Made Lab apparatus								+				+			+
63	Organized service group	0					+									0
64	Elected - stud. office			+									+	+		+
65	Student-Faculty Committee															
66	President - Interest group														+	0
67	Volunteer aid	0					0	+	+				+	+	0	
68	Volunteer - improvement proj.			0			0					0		+		+
69	Attended civic group						0		+			0		+		+
70	Saw local official			0			0									

These again show a contrast across the colleges which appear to correspond to the interests and opportunities of students in specified colleges. Reference to actual percentage presented in Appendix B provides a basis for determining the magnitude of percentage difference between those for a specified college group and the total senior sample.

SENIORS' REACTIONS IN 1975 COMPARED TO SENIORS IN 1971

A number of the same questions used in this Senior Viewpoint Analysis were also asked of seniors four years ago in the spring of 1971.* It is certainly of interest to ask whether graduating seniors in 1975 were more or less positive toward their MSU experience than they were in 1971. These data are presented below for all 1,050 responding seniors in 1975 and for the 921 seniors in the 1971 mailed survey. The data are presented for only positive and negative extremes of each response. Percentages in the omitted neutral response category can be derived by subtracting these percentages from 100. The item numbers are identical to those used in the body of this report. While only an abbreviated statement of the actual question is presented, the complete question can be examined by reference to the body of this monograph where initial analyses were reported.

Items 2-4 asking seniors for their general evaluation of their MSU experience show the same general pattern in both 1975 and 1971 of a conspicuously positive reaction to their MSU undergraduate experience. Seniors in 1975, however, were even more positive in their general evaluations.

		1975 Seniors			1971 Seniors			Incr. 1975 Over 1971
		Male	Female	All	Male	Female	All	
	N	491	557	1,050	475	446	921	
2. Good Education at MSU	Agree	84	84	84	72	79	75	+9
	Disagree	7	5	6	9	5	9	
3. Socially Rewarding	Agree	84	85	84	77	86	81	+3
	Disagree	7	7	7	8	5	7	
4. Sorry I attended MSU	Agree	5	6	5	10	6	8	+6
	Disagree	31	84	82	72	81	76	

An additional 9 percent of seniors in 1975 agree they had a good education at MSU than seniors in 1971 and 3 percent fewer disagree. Similarly on Item 4, an additional 6 percent of seniors in 1975 disagreed with being sorry about attending MSU and 3 percent fewer agreed.

Items 7-17 asking about more specific outcomes show a similar and even more positive attitude for seniors in 1975 than in 1971 across most items. The magnitude of increase for different objectives is of special interest. Items with the largest increase of 10 percentage points or more for all seniors in 1975 over all seniors in 1971 for the positive end of the scale include the following.

*Nosow, Sigmund, Clarence H. Nelson, and Arvo E. Juola, "A Comparative Study of the Attitudes Toward Educational and Social Experiences of Graduating Residential College Students and Other Graduating Seniors at Michigan State University" Office of Evaluation Services Research Reports, 1972, Number 2, January, 1972.

AMOUNT OF PROGRESS TOWARD:		1975 Seniors			1971 Seniors			Incr. 1975 Over 1971	
		Male	Female	All	Male	Female	All		
7.	Ability to think critically								
	Dramatic or considerable	77	75	76	72	76	74	+2	
	Some or none	6	4	4	6	5	6		
8.	Understanding world views								
	Dramatic or considerable	61	64	62	57	67	62	0	
	Some or none	13	10	11	14	9	12		
9.	Broad cultural background								
	Dramatic or considerable	58	60	59	55	66	60	-1	
	Some or none	13	11	12	17	11	14		
10.	Personal development								
	Dramatic or considerable	77	84	81	62	78	70	+11	
	Some or none	7	5	6	16	8	12		
11.	Social development								
	Dramatic or considerable	70	83	76	63	80	71	+5	
	Some or none	11	6	8	14	6	10		
I FEEL MY COLLEGE OR MAJOR DEPARTMENT HAS:									
12.	provided an intellectually stimulating environment	Agree	73	72	73	60	60	60	+13
		Disagree	11	14	12	20	23	21	
13.	given me a sense of identity with an academic community.	Agree	67	68	68	55	64	59	+9
		Disagree	20	24	23	30	26	28	
14.	afforded me a program of studies relevant to the problems of society.	Agree	55	65	60	40	52	46	+14
		Disagree	18	18	18	32	22	27	
15.	helped me become more sensitive to ethical issues.	Agree	41	56	49	36	52	43	+6
		Disagree	35	27	31	40	34	37	
16.	helped me develop life goals, values and standards.	Agree	51	52	52	40	46	43	+9
		Disagree	30	31	31	39	30	35	
17.	provided me an opportunity for being part of a meaningful social group.	Agree	44	49	47	36	42	39	+8
		Disagree	31	36	34	43	40	42	

Being afforded studies relevant to the problems of society gained 14 percentage points (Item 14), providing an intellectually stimulating environment gained 13 points (Item 12), and having considerable or dramatic progress in personal development gained 11 points (Item 10). Items with gains of 5 or more points but less than 10 points included being provided a sense of identity with the academic community (Item 13 - 9 point gain), becoming sensitive to ethical issues (Item 15 - 6 point gain), and progress in social development (Item 11 - 5 point gain). The only item showing a decrease in positive orientation was Item 9 asking about progress toward a broad cultural education (loss of 1 point). And this may be a realistic view because of the relaxing of general educational requirements. With student options to substitute courses, the net result is very likely a greater concentration in one's own major field and subsequently a narrower cultural background.

Items 39-42 were discussed under the caption "Responsiveness to the Needs of Students."

MY COLLEGE OR DEPARTMENT HAS:		1975 Seniors			1971 Seniors			Incr. 1975 Over 1971	
		Male	Female	All	Male	Female	All		
39.	been responsive to the needs of students.	Agree	50	49	49	48	52	50	-1
		Disagree	23	28	25	26	28	27	
40.	given me the opportunity to participate in academic decision making.	Agree	41	44	43	42	49	45	-2
		Disagree	34	35	34	39	34	37	
41.	afforded me an adequate choice of electives apart from the specialized requirements for my major.	Agree	71	64	67	58	58	58	+9
		Disagree	18	29	24	26	26	26	
42.	treated me as though I am of some importance as an individual.	Agree	55	56	56	49	56	52	+4
		Disagree	24	28	27	28	30	29	

Items 39 and 40 show a slight decline in positive responses from 1971 to 1975. This may suggest that seniors perceive colleges and departments as not intensifying the extreme changes and perhaps student expectations of the early 1970's where students were being recruited for academic decision-making input at all administrative levels. Items 41 and 42, however, show gains from 1971 and may imply that seniors are more satisfied with the elective to requirement ratio and may detect signs of having gained in individual student identity.

Finally, Items 33-38 which were discussed under "Responsiveness to Student Needs and Views" seem to have but one item (Item 38) which differs substantially from 1971 to 1975.

TO WHAT EXTENT:		1975 Seniors			1971 Seniors			Incr. 1975 Over 1971
		Male	Female	All	Male	Female	All	
33.	was individual academic advising helpful?	34	31	33	32	34	33	0
	Very much or substantially	41	45	43	45	41	43	
	Slightly or not at all							
34.	did fellow students have a positive impact on your educational achievements?	50	56	53	50	56	53	0
	Very much or substantially	24	19	22	22	18	20	
	Slightly or not at all							
35.	you have opportunity for informal faculty contacts outside of the classroom?	35	32	34	38	32	35	-1
	Very much or substantially	42	42	42	39	42	40	
	Slightly or not at all							
36.	did residence halls positively contribute to total education?	46	57	52	48	60	54	-2
	Very much or substantially	29	24	26	31	19	26	
	Slightly or not at all							
38.	were faculty members receptive to differing views?	32	35	33	44	46	45	-12
	Very much or substantially	27	27	27	16	18	17	
	Slightly or not at all							

Here 12 percent fewer seniors in 1975 feel that faculty members were responsive to differing views. This again may reflect a realistic perception by students in viewing a reaction from expectations generated in recent years. Other items show a slight decrease or no change.

Together, the pattern of change in the perceptions of seniors from 1971 to 1975 appear discernable and perhaps plausible. Seniors in 1975 appear more positive on their general evaluations. A definite pattern of greater satisfaction appears to be the largest in academically oriented areas. There is a slight indication of seniors perceiving a regression backward in student input-type items from programs adopted during the heated post-Vietnam demonstration periods of the early 1970's.

SUMMARY AND CONCLUSIONS

The results of a mailed Senior Viewpoint Survey provide the basis for speculating about how MSU seniors view their past four years in attendance. The analysis of the responses from 1050 fourth year students appears to warrant the following conclusions.

Senior reactions appear to provide far more of an image of general satisfaction than dissatisfaction. A large majority of the seniors indicate substantial progress toward a variety of goals commonly proposed for higher education. Seniors appear favorably disposed toward formal classroom activity as well as toward assistance received outside of the classroom. There is some indication of concern with career plans but seniors do not appear to attribute their concern to educational programs provided by MSU.

Analysis of the degree of participation in extracurricular activities seems to indicate that a substantial proportion of seniors utilized these services even when the activities are considered as separate activities rather than collectively. Were the activities considered collectively to reflect totality of participation the degree of participation would undoubtedly be even more impressive. Together, the data seem to support the conclusion that educational impact at MSU go far beyond the confines of the classroom and that these opportunities are not only provided but also utilized. An effort was made to chart non-class accomplishments of MSU seniors. Data here was informative but not as dramatic in demonstrating near-universal attainments.

Analyses were also made of contrasting views of majors in 15 academic colleges. The results showed differences in perspective. These differences were identified to aid those who wish to make more detailed analyses of specific colleges. Many of the unique patterns were attributable to logical differences among the colleges such as in student interest, availability of opportunity, etc.

Finally the senior perspective in 1975 compared favorably with that of seniors in 1971. Seniors in 1975 appeared to indicate greater satisfaction in general and particularly in academically oriented areas. However, there was a slight indication of seniors perceiving less concern with student views and input in 1975 than in 1971.

Responses were analyzed separately by sex but very few items showed differences in response patterns by males and females. This is quite inconsistent with data from freshmen surveys or from even the senior survey in 1971. Perhaps one product of the drive for equal opportunity for sexes in the past few years has been to neutralize sex differences in orientation.

APPENDIX A

COLLEGE MAJOR CHANGES

Table 1
Changes From Original Freshmen Major College

Freshmen College	Original N as Freshmen	% in Same College as Seniors	Went to These Colleges										Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff
			Ag	Bus	Eng	H Ec	Nat Sci	Vet Med	Ed	CA	A&L							
No Pref	252	0	5	15	3	10	8	-	6	10	10	26	-	-	-	2	1	
Ag	48	81	*	-	2	2	-	2	4	4	2	2	-	-	-	-	-	
Bus	50	62	8	*	-	2	-	-	2	6	4	12	-	2	-	-	2	
Engin	84	73	10	4	*	-	4	-	1	-	-	7	-	-	-	-	1	
H Ecol	40	80	2	-	-	*	-	-	10	2	2	2	-	-	-	-	-	
Nat Sci	151	52	6	7	3	10	*	-	3	1	3	11	-	1	-	5	-	
Pre Vet	44	25	23	-	2	2	14	*	7	4	2	7	-	-	-	14	-	
Educ	68	68	3	4	-	9	2	-	*	3	3	9	-	-	-	-	-	
Comm Arts	45	67	2	4	-	4	-	-	-	*	13	7	-	-	-	-	2	
A & L	72	58	-	8	-	3	1	-	8	4	*	12	-	-	-	3	1	
Soc Sci	60	72	-	8	-	8	-	-	3	-	5	*	-	-	2	-	2	
Ly Briggs	65	55	6	8	8	-	6	-	2	2	3	8	*	-	-	3	-	
Jus Morr	28	79	-	4	-	-	4	-	4	-	4	7	-	*	-	-	-	
Jam Mad	31	32	-	13	-	-	10	-	-	13	16	13	-	3	*	-	-	
Med Tech	12	75	8	-	-	-	-	-	-	-	-	17	-	-	-	*	-	

Table 2
Percentage of Senior Majors From Other Colleges

Senior College	Final N as Seniors	% in Same College as Freshmen	No Pref	Came From These Colleges										Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tech
				Ag	Bus	Eng	H Ec	Nat Sci	Pre Vet	Ed	CA	A&L						
Ag	98	40	20	*	4	8	1	9	10	2	1	-	-	4	-	-	-	
Bus	110	28	34	-	*	3	-	10	-	3	2	6	4	4	1	4	1	
Engin	79	77	9	1	-	*	-	5	1	-	-	-	-	6	-	-	-	
H Ecol	89	36	27	1	1	-	*	17	1	7	2	3	6	-	-	-	-	
Nat Sci	117	67	17	-	-	3	-	*	5	1	-	1	-	-	4	1	3	
Vet Med	13	85	8	8	-	-	-	-	*	-	-	-	-	-	-	-	-	
Educ	86	54	17	2	1	1	5	5	4	*	-	7	2	1	1	-	-	
Comm Arts	75	40	33	3	4	-	1	3	3	3	*	4	-	1	-	5	-	
A & L	95	43	26	1	2	1	1	4	1	2	6	*	3	2	1	5	-	
Soc Sci	173	25	38	1	4	4	1	9	2	4	2	5	*	3	1	2	1	
Ly Briggs	36	100	-	-	-	-	-	-	-	-	-	-	-	*	-	-	-	
Jus Morr	25	88	-	-	4	-	-	4	-	-	-	-	-	-	*	4	-	
Jam Mad	12	83	8	-	-	-	-	-	-	-	-	-	8	-	-	*	-	
Med Tech	32	28	19	-	-	-	-	22	19	-	-	6	-	6	-	-	*	
Urb Aff	8	-	38	-	12	12	-	-	-	-	12	12	12	-	-	-	-	

Total (incl NP) 46.6
Total (excl NP) 61.3

These tables show that majors change from the initial preference as freshmen to the terminal major as seniors. They also specify the direction and magnitude of change. Table 2, for example, shows that over one half of terminal majors in each of seven colleges were in different college majors as freshmen (column 2). The figures to the right provide a basis for seeing which of the other colleges tend to serve as "feeder colleges" leading to specified college majors at the left. No preference is an obvious feeder college and provided about one third of the terminal college majors for Business, Communication Arts, Social Science, and Urban Affairs. Other colleges also draw many major changers from other colleges. e.g., Medical Technology secured 22 percent of its terminal majors from Natural Science and 19 percent from Pre-Veterinary Medicine.

Table 1 shows the direction of change from initial freshmen preferences. This table shows the largest proportion of no-preference majors moving to Social Science (26 percent) and Business (15 percent). Pre-Veterinary Medicine majors, quite logically, tend to change to Agriculture (23 percent), Natural Science (14 percent), and Medical Technology (14 percent).

APPENDIX B

SENIOR VIEWPOINT ITEM RESPONSES BY COLLEGE (in percentage by college)

Item Number and Response

General Reactions to MSU	H Nat Vet Soc Ly Jus Jam Med Urb All																
	Ag	Bus	Eng	Ec	Sci	Med	Ed	CA	A&L	Sci	Br	Mor	Mad	Tec	Aff	Srs	N=
	98	110	79	89	117	13	86	75	95	173	36	25	12	32	8	1050	
1. Major reasons satisfied																	
Definitely yes	29	27	42	32	28	69	48	23	21	21	19	24	8	22	25	28.5	
Mostly yes	45	52	44	50	46	23	36	51	50	51	44	52	58	41	38	47.2	
Probably	12	11	8	15	6	8	7	14	12	10	11	16	25	12	-	10.7	
Uncertain	8	6	4	3	7	-	6	10	13	12	17	4	8	6	12	8.0	
No	5	4	2	-	13	-	4	3	4	6	8	4	-	19	25	5.5	
2. Good education at MSU																	
Strongly agree	22	21	27	20	31	31	21	13	21	14	23	20	17	28	12	21.1	
Agree	61	59	63	66	56	69	64	72	55	62	69	64	83	62	62	62.4	
Undecided	9	14	5	8	8	-	13	11	17	12	3	12	-	6	-	10.2	
Disagree	6	4	5	6	3	-	2	3	4	9	6	4	-	3	12	5.0	
Strongly disagree	1	2	-	-	2	-	-	1	2	3	-	-	-	-	12	1.3	
3. Socially rewarding																	
Strongly agree	37	34	29	50	34	23	37	35	38	33	36	20	33	22	50	35.1	
Agree	52	51	53	39	44	62	46	53	53	52	39	64	58	56	25	49.4	
Undecided	7	9	11	8	11	15	8	5	5	8	17	4	8	9	-	8.6	
Disagree	4	6	6	2	8	-	8	7	3	4	6	12	-	9	25	5.5	
Strongly disagree	-	1	-	1	3	-	-	-	1	3	3	-	-	3	-	1.3	
4. Sorry I went to MSU																	
Strongly agree	1	2	2	-	2	-	2	-	4	6	-	-	-	3	-	2.3	
Agree	4	5	-	3	5	-	1	1	7	4	3	12	-	3	-	3.6	
Undecided	12	9	9	12	10	-	10	15	16	10	14	12	8	6	50	11.5	
Disagree	40	47	46	39	44	31	43	40	46	42	53	40	67	50	25	4.3	
Strongly disagree	43	37	43	46	39	69	43	44	27	39	31	36	25	38	25	39.3	
5. Prepared for job																	
Strongly agree	13	13	29	19	21	23	28	13	18	8	8	12	-	25	25	16.9	
Agree	48	49	46	48	43	62	51	57	42	29	44	40	42	47	50	44.2	
Undecided	21	17	15	15	12	15	10	11	10	18	14	24	25	9	12	15.0	
Disagree	12	16	7	15	17	-	7	13	21	31	31	20	33	16	12	17.6	
Strongly disagree	5	4	2	3	7	-	4	5	10	14	3	4	-	3	-	6.4	
6. Prepared for graduate school																	
Strongly agree	18	20	24	14	27	54	21	15	22	13	28	32	25	12	12	19.9	
Agree	54	46	51	50	53	46	51	57	57	56	50	40	67	62	50	52.7	
Undecided	11	21	15	18	11	-	20	18	11	12	14	16	-	9	12	14.4	
Disagree	14	12	8	17	4	-	6	8	10	16	6	8	-	16	25	10.6	
Strongly disagree	2	1	2	1	4	-	2	3	2	3	3	4	8	-	-	2.4	

Specific Outcomes-- Progress Toward	H Nat Vet										Soc Ly Jus Jam Med Urb All									
	Ag	Bus	Eng	Ec	Sci	Med	Ed	CA	A&L	Sci	Br	Mor	Mad	Tec	Aff	Srs				
7. Thinking critically																				
Dramatic progress	18	13	22	20	24	-	12	23	27	20	25	16	42	9	50	19.8				
Considerable progress	63	51	58	58	56	100	56	51	57	56	56	44	50	66	50	56.5				
Moderate progress	11	31	15	18	16	-	24	20	14	18	19	40	8	22	-	18.7				
Some progress	7	6	5	3	3	-	7	7	2	5	-	-	-	3	-	4.5				
No progress	1	-	-	-	1	-	1	-	-	1	-	-	-	-	-	.5				
8. Understanding world issues																				
Dramatic progress	19	12	13	17	11	23	19	16	21	20	11	24	50	12	38	17.0				
Considerable progress	38	43	34	46	47	38	45	45	48	54	58	48	33	28	50	45.1				
Moderate progress	30	27	33	28	28	23	31	28	22	18	28	24	17	34	12	26.5				
Some progress	11	16	15	9	14	15	5	11	6	8	-	4	-	22	-	10.2				
No progress	2	2	5	-	-	-	-	-	2	-	3	-	-	3	-	1.1				
9. Broad cultural education																				
Dramatic progress	9	9	2	18	10	8	13	11	21	17	19	20	25	10	25	13.1				
Considerable progress	52	44	40	41	47	31	46	43	53	49	33	40	50	39	25	45.5				
Moderate progress	23	32	34	30	27	38	35	33	22	26	33	32	8	23	50	28.6				
Some progress	13	9	23	11	16	23	6	13	3	7	11	8	17	26	-	11.3				
No progress	3	6	-	-	1	-	-	-	-	2	3	-	-	3	-	1.4				
10. Personal development																				
Dramatic progress	31	33	27	53	33	23	42	36	43	40	42	33	42	41	57	37.7				
Considerable progress	45	50	44	36	42	69	42	44	41	42	42	50	33	41	43	43.3				
Moderate progress	13	13	20	7	16	8	8	11	14	9	8	12	25	12	-	12.1				
Some progress	9	4	6	3	7	-	6	5	2	7	6	4	-	3	-	5.4				
No progress	1	-	2	-	2	-	2	4	-	2	3	-	-	3	-	1.4				
11. Social development																				
Dramatic progress	31	27	20	41	30	15	34	41	30	36	25	32	42	31	50	32.0				
Considerable progress	42	46	47	41	43	69	48	39	50	42	44	48	50	50	12	44.5				
Moderate progress	20	17	23	10	14	8	13	13	14	14	11	12	8	16	38	15.2				
Some progress	5	6	8	7	13	8	6	7	6	6	17	8	-	3	-	7.3				
No progress	1	3	2	1	-	-	-	-	-	2	3	-	-	-	-	1.1				
College or Department Provided:																				
12. Intellectual environment																				
Strongly agree	15	14	23	3	23	46	10	9	18	7	22	32	50	19	25	15.2				
Agree	56	63	63	53	54	54	56	64	56	56	64	52	50	59	50	57.6				
Undecided	19	11	9	19	12	-	15	16	13	19	14	12	-	9	25	14.5				
Disagree	9	11	5	17	8	-	12	9	12	14	-	4	-	12	-	10.4				
Strongly disagree	-	2	-	7	3	-	6	1	2	3	-	-	-	-	-	2.3				
13. Identity: Academic Community																				
Strongly agree	19	14	27	8	13	31	26	15	15	8	22	38	33	9	25	16.1				
Agree	58	49	57	58	53	69	46	60	45	42	56	50	58	50	62	51.6				
Undecided	10	11	9	7	10	-	12	5	12	14	3	8	-	12	-	9.9				
Disagree	10	22	8	22	14	-	15	16	23	27	17	4	8	25	12	17.8				
Strongly disagree	2	4	-	5	10	-	1	4	5	9	3	-	-	3	-	4.6				

	Aq	Bus	Eng	Ec	H Sci	Nat Med	Vet Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff	All Srs
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1. Relevance to society																
Strongly agree	18	7	19	11	5	8	10	5	15	22	19	36	42	12	62	14.6
Agree	43	44	42	57	33	62	49	53	37	54	47	36	42	38	38	45.4
Undecided	22	26	24	15	36	23	22	22	20	14	19	24	8	19	-	21.6
Disagree	13	19	10	16	19	8	13	16	20	7	14	4	-	22	-	14.1
Strongly disagree	3	4	5	1	7	-	6	4	8	2	-	-	8	9	-	4.2

15. Awareness of ethical issues																
Strongly agree	7	4	4	8	10	38	10	13	7	10	19	20	42	3	38	9.8
Agree	32	37	28	56	23	46	45	37	45	46	33	44	33	38	38	38.9
Undecided	32	20	32	15	22	8	23	19	17	16	19	20	17	19	25	20.9
Disagree	24	30	29	18	34	8	21	25	24	23	25	12	8	41	-	25.1
Strongly disagree	6	8	8	2	11	-	-	5	6	5	3	4	-	-	-	5.5

16. Help in Life Goals																
Strongly agree	11	7	10	7	8	46	12	7	6	5	8	20	8	6	12	8.7
Agree	44	44	44	47	44	46	46	29	40	37	50	60	67	41	62	42.8
Undecided	16	20	20	22	22	8	8	20	16	16	17	20	17	19	12	17.7
Disagree	21	20	24	18	20	-	31	35	28	30	17	-	-	31	12	23.7
Strongly disagree	7	8	1	7	7	-	2	9	10	12	8	-	8	3	-	7.2

17. Meaningful social groups																
Strongly agree	13	7	14	2	9	39	16	8	7	5	14	20	25	3	12	9.5
Agree	45	33	46	41	24	54	44	43	30	26	37	76	50	38	62	38.8
Undecided	17	26	20	23	22	-	17	21	18	15	34	-	17	25	12	19.4
Disagree	19	27	15	28	34	8	20	23	32	44	11	4	8	28	12	27.0
Strongly disagree	5	7	5	6	12	-	2	5	14	11	3	-	-	6	-	7.4

Reactions to Instructors--
Found my professors:

18. Interested in teaching																
Strongly agree	8	9	13	1	13	-	12	5	11	8	6	12	-	6	-	8.5
Agree	79	72	68	73	73	92	72	80	76	66	75	88	83	69	62	73.1
Uncertain	6	11	16	14	5	-	7	10	6	13	14	-	17	6	12	9.6
Disagree	6	6	2	10	8	8	8	5	6	11	6	-	-	16	25	7.6
Strongly disagree	-	2	-	2	2	-	1	-	2	2	-	-	-	3	-	1.2

19. Inspired me																
Strongly agree	1	3	6	-	5	8	2	1	10	3	3	8	8	3	-	3.6
Agree	36	34	35	37	51	54	49	39	47	42	39	40	25	53	25	41.6
Uncertain	36	32	35	38	22	31	26	24	26	27	25	32	58	9	38	28.9
Disagree	23	27	18	22	15	8	21	30	15	23	33	20	8	25	38	21.7
Strongly disagree	4	4	5	3	6	-	2	5	4	5	-	-	-	9	-	4.1

20. Made relevant associations																
Strongly agree	1	4	6	-	4	-	5	3	4	1	-	4	-	-	-	2.7
Agree	56	71	71	48	62	77	56	49	61	60	78	54	75	69	38	60.7
Uncertain	25	16	14	24	23	8	27	20	26	17	14	29	25	12	25	20.5
Disagree	18	9	8	19	10	15	12	27	9	19	8	8	-	19	38	14.2
Strongly disagree	1	-	1	9	1	-	1	1	2	3	-	4	-	-	-	2.0

	Ag	Bus	Eng	Ec	Sci	Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff	All Srs
21. Sensitive to students																
Strongly agree	4	3	5	1	8	-	4	1	4	2	3	4	-	3	12	3.4
Agree	41	38	49	44	45	46	35	46	50	38	28	28	33	38	12	41.1
Uncertain	30	33	25	21	24	38	42	31	29	28	36	40	42	19	12	29.3
Disagree	20	24	16	28	18	15	16	20	15	25	33	20	17	34	62	21.8
Strongly disagree	5	3	4	7	5	-	4	1	3	6	-	8	8	6	-	4.4
22. Available for help																
Strongly agree	11	9	15	9	20	-	6	4	13	9	6	12	8	3	-	10.3
Agree	61	62	63	61	60	77	67	65	69	62	72	68	58	69	62	63.7
Uncertain	16	19	14	15	14	23	15	16	12	13	19	12	17	16	25	15.0
Disagree	9	8	8	13	6	-	9	14	6	12	3	8	17	9	12	9.3
Strongly disagree	2	2	-	2	-	-	2	1	1	4	-	-	-	3	-	1.6
23. Fair in grading																
Strongly agree	3	2	5	1	3	-	5	3	5	1	-	8	-	-	-	2.8
Agree	66	70	77	61	68	69	76	68	65	67	67	80	67	81	38	68.6
Uncertain	16	17	16	24	17	31	14	22	21	19	25	8	25	9	50	18.7
Disagree	10	10	1	10	9	-	6	8	7	8	8	-	8	6	12	7.8
Strongly agree	4	1	-	3	3	-	-	-	2	4	-	4	-	3	-	2.1
24. Thorough in evaluation																
Strongly agree	-	2	2	1	4	-	6	1	1	1	-	-	8	-	-	1.8
Agree	50	37	47	33	49	46	48	47	39	38	31	28	50	61	-	42.2
Undecided	26	39	35	32	31	39	34	31	31	30	43	40	33	19	62	32.4
Disagree	23	19	14	30	14	15	13	16	26	27	26	20	8	16	38	20.7
Strongly disagree	1	3	1	3	3	-	-	4	4	4	-	12	-	3	-	2.8
25. Distinguished scholars																
Strongly agree	18	14	18	7	14	23	16	5	21	6	14	16	33	12	25	13.4
Agree	48	42	46	34	58	69	38	31	42	37	47	36	33	62	38	43.0
Undecided	21	18	22	16	19	8	24	31	24	23	28	36	25	16	25	22.2
Disagree	10	23	14	23	9	-	16	24	8	25	11	12	-	9	12	16.3
Strongly disagree	2	4	1	28	-	-	5	9	4	8	-	-	8	-	-	5.2
26. Used good methods																
Strongly agree	2	3	2	6	4	8	6	-	6	2	-	4	8	9	12	3.6
Agree	54	48	54	41	57	69	49	55	46	44	64	44	42	72	50	50.6
Undecided	24	28	33	28	20	8	31	23	31	37	22	24	25	3	12	27.2
Disagree	16	20	9	22	13	15	9	22	12	14	11	24	25	16	25	15.4
Strongly disagree	4	1	1	3	5	-	5	-	6	4	3	4	-	-	-	3.2
27. Had broad perspective																
Strongly agree	3	4	8	8	5	-	6	8	9	5	8	4	-	9	-	5.9
Agree	45	40	40	58	45	46	44	51	36	49	47	40	42	41	50	45.2
Undecided	29	34	28	18	31	38	33	25	34	28	25	36	33	16	38	28.9
Disagree	17	19	19	14	18	15	15	16	19	16	17	20	25	31	12	17.5
Strongly disagree	6	3	5	2	1	-	2	-	3	2	3	-	-	3	-	2.5
28. Study per week--last year																
Less than 10 hours	20	16	20	21	16	15	19	27	17	24	25	16	8	6	38	18.8
10 - 20 hours	54	51	33	44	35	54	44	50	44	45	33	48	58	32	38	43.5
21 - 30 hours	22	25	35	32	28	23	31	18	26	24	33	32	17	42	25	27.8
31 - 40 hours	4	7	10	3	15	8	5	4	11	5	8	4	-	13	-	7.8
over 40 hours	1	1	1	-	5	-	1	-	3	2	-	-	17	6	-	2.1

	Ag	Bus	Eng	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff	All Srs
Study as freshman																
Less than 10 hours	33	19	19	23	16	8	20	31	21	27	28	21	17	16	25	22.2
10-20 hours	37	50	46	35	36	62	33	27	39	37	28	29	33	42	38	38.5
21-30 hours	19	27	27	35	29	31	29	38	29	29	25	42	33	23	25	28.1
31-40 hours	9	3	5	6	11	-	14	4	10	6	14	8	-	16	12	8.4
Over 40 hours	2	2	3	1	8	-	5	-	1	1	6	-	17	3	-	2.8

Individual Assistance:

30. Jr-Sr Academic Advising

Very helpful	29	11	29	14	14	-	17	11	17	21	17	12	8	9	38	17.5
Helpful	32	30	48	31	30	23	40	32	35	43	42	32	50	28	25	35.7
Not much help	36	48	18	44	44	15	37	46	35	33	39	48	42	59	38	38.4
Not relevant	3	10	5	11	13	62	6	11	14	4	3	8	-	3	-	8.3

31. Fresh-Soph Academic Advising

Very helpful	18	10	20	15	8	15	12	4	8	9	22	16	-	6	38	11.7
Helpful	32	26	44	16	25	38	27	29	26	17	17	32	33	34	12	26.1
Not much help	44	47	30	67	56	46	58	61	56	70	56	48	58	59	50	55.4
Not relevant	5	16	5	2	11	-	4	5	10	5	6	4	8	-	-	6.6

32. College Affairs Office

Very helpful	5	2	5	3	1	-	1	-	2	1	6	8	-	-	25	2.5
Helpful	20	9	14	18	8	8	6	9	7	10	8	16	-	6	12	10.8
Not much help	26	32	25	34	30	23	27	32	24	26	14	20	50	25	25	27.7
Not relevant	50	56	54	44	62	69	66	59	66	63	72	56	50	69	38	58.8

How Helpful Was:

33. Academic Advising

Very much	31	8	20	11	13	15	10	9	14	12	20	24	17	6	38	14.6
Substantially	18	13	34	14	12	23	23	16	12	21	23	32	25	9	12	18.1
Moderately	16	28	24	25	20	-	24	24	25	28	26	12	25	28	38	24.1
Slightly	20	22	14	19	34	46	26	27	25	26	23	16	25	22	12	24.0
Not at all	16	29	8	31	20	15	16	24	23	12	9	16	8	34	-	19.1

34. Influence of fellow students

Very much	18	12	15	12	26	31	20	30	25	13	22	24	33	19	25	18.8
Substantially	28	34	39	31	33	46	36	37	32	39	33	32	33	28	25	34.1
Moderately	34	33	20	34	20	8	28	22	20	24	19	28	8	41	12	25.8
Slightly	16	14	16	15	16	8	13	10	19	20	14	12	17	9	25	15.7
Not at all	5	7	9	8	4	8	4	3	5	5	11	4	8	3	12	5.6

35. Informal faculty contact

Very much	16	4	27	6	11	23	19	9	13	7	39	56	42	-	38	13.8
Substantially	26	14	28	12	19	8	14	23	23	17	39	28	33	12	-	19.6
Moderately	31	26	27	25	19	54	21	29	30	22	14	4	8	25	25	24.3
Slightly	21	39	11	38	27	8	33	28	26	32	6	4	17	34	25	27.2
Not at all	6	18	8	19	24	8	13	11	8	22	3	8	-	28	12	15.1

36. Residence hall experience

Very much	25	25	27	40	15	23	24	32	25	28	33	20	17	28	25	26.5
Substantially	24	25	30	27	30	54	27	17	20	27	25	36	17	12	12	25.6
Moderately	22	25	24	15	19	15	23	23	26	19	17	20	17	38	38	21.7
Slightly	12	11	10	11	21	8	12	16	16	14	19	20	25	6	25	14.2
Not at all	18	15	9	7	14	-	14	12	13	11	6	4	25	16	-	12.1

	Ag	Bus	Eng	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff	All Srs
37. Had Individual Faculty Contact	26	10	32	12	26	31	20	15	21	12	43	68	50	12	25	21.0
Strongly agree	55	64	60	47	51	54	59	60	56	51	49	28	42	44	50	53.7
Agree	8	12	5	12	8	15	14	14	10	18	6	-	-	12	12	11.2
Undecided	7	13	4	21	12	-	2	10	10	13	3	4	8	22	12	10.4
Disagree	4	2	-	8	3	-	5	3	2	6	-	-	-	9	-	3.6
Strongly disagree																

Responsive to Student Needs:

38. Faculty response differing views	9	5	13	4	8	8	9	4	5	4	11	28	8	9	12	7.3
Very much	29	20	30	18	18	15	28	19	33	29	31	56	50	16	50	25.9
Substantially	35	47	44	35	40	15	40	45	48	37	50	12	25	31	12	39.6
Moderately	18	20	9	32	16	62	15	25	10	20	6	4	17	28	12	18.2
Slightly	9	9	5	10	18	-	8	7	4	10	3	-	-	16	12	9.0
Not at all																

College or Department is:

39. Responsive to student needs	9	4	4	8	8	8	7	1	7	2	11	24	8	3	25	6.2
Strongly agree	49	41	60	33	40	38	48	44	36	40	57	40	83	22	38	43.0
Agree	24	26	23	18	29	31	26	21	24	36	17	20	-	22	38	25.5
Undecided	11	24	10	27	17	23	16	28	26	19	11	16	8	38	12	19.8
Disagree	6	6	4	14	5	-	4	5	6	5	3	-	-	6	-	5.4
Strongly disagree																

40. Academic decision making

Strongly agree	10	2	9	8	8	8	8	4	11	2	17	24	33	3	38	7.7
Agree	41	32	37	38	35	38	38	32	32	31	43	52	25	31	38	35.2
Undecided	26	22	27	25	22	38	23	19	20	29	11	4	25	16	-	22.8
Disagree	15	34	23	24	27	8	27	36	26	27	23	16	17	41	25	26.4
Strongly disagree	7	10	5	5	9	8	4	9	10	12	6	4	-	9	-	8.0

41. Adequate electives

Strongly agree	26	11	20	22	26	-	9	39	28	38	22	52	42	3	50	25.3
Agree	48	41	51	38	44	8	34	33	41	45	58	44	33	28	25	41.7
Undecided	7	18	13	3	9	50	14	5	7	5	8	-	-	3	25	8.9
Disagree	13	23	10	24	12	33	31	17	12	6	8	-	25	38	-	15.8
Strongly disagree	5	7	6	14	10	8	12	5	10	6	3	4	-	28	-	8.3

42. Treats student as important

Strongly agree	14	4	15	3	9	31	20	11	10	3	26	32	42	6	25	10.8
Agree	51	36	65	44	43	54	42	48	41	40	54	56	50	41	38	45.2
Undecided	15	22	11	16	15	8	19	20	24	22	3	-	-	12	25	17.2
Disagree	12	29	8	24	21	8	16	16	19	28	11	12	8	34	12	20.0
Strongly disagree	7	9	1	12	11	-	4	5	6	8	6	-	-	6	-	6.9

Career Orientation:

43. Competitive for job	26	41	58	31	24	92	52	22	16	10	8	8	8	41	-	28.3
Definitely yes	46	40	31	42	37	8	28	39	32	25	39	52	8	34	25	34.8
Probably yes	18	12	8	22	18	-	15	26	23	28	22	24	42	22	50	20.1
Perhaps	10	7	1	6	21	-	5	14	30	37	31	16	42	3	25	16.0
No																

	Ag	Bus	Eng	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff	All Srs
44. Wish different major																
Strongly agree	4	6	1	10	9	-	6	3	7	14	8	4	17	9	-	7.5
Agree	9	16	2	17	11	-	6	13	15	18	17	16	25	16	25	13.2
Undecided	13	16	6	23	12	-	19	23	16	17	22	12	-	9	38	15.5
Disagree	37	38	38	28	32	31	31	40	30	34	33	40	42	38	-	34.1
Strongly disagree	37	24	52	22	35	69	38	21	33	17	19	28	17	28	38	29.6
45. If no job--what?																
Take other and look	45	66	42	69	32	42	69	65	55	47	19	64	58	57	50	52.2
Train--new area	1	4	5	2	8	-	4	5	5	5	6	-	-	7	-	4.4
Grad school--same area	37	18	31	19	40	58	19	11	20	28	36	23	25	33	25	26.6
Grad school--other area	5	6	12	6	9	-	4	12	10	13	19	4	-	3	12	8.7
Don't know	10	7	9	5	10	-	6	7	10	7	19	9	17	-	12	8.1
46. Had career counseling?																
Yes, as Freshman	4	10	6	7	9	8	15	-	7	7	8	4	-	12	14	8.1
Yes, as Sophomore	9	17	10	14	8	8	4	14	8	11	3	8	-	22	43	10.2
Yes, as Junior	4	4	8	9	3	8	4	7	2	8	14	12	-	6	29	5.8
Yes, as Senior	8	6	13	9	3	8	5	11	11	10	3	24	8	6	-	8.5
No	74	63	62	61	76	67	73	68	71	65	72	52	92	53	14	67.4
47. Where--career counseling?																
Counseling Center	8	20	11	18	11	-	8	5	8	20	15	29	-	16	12	13.6
Academic advisor	19	12	20	18	10	42	17	10	17	17	6	4	11	16	25	15.8
Other source	6	12	12	19	11	8	4	24	16	7	12	17	11	9	38	10.4
Didn't know where	3	4	3	10	3	-	4	7	4	6	3	8	11	6	-	4.6
Didn't seek	64	52	53	44	66	50	67	55	55	51	65	42	67	53	25	55.6
48. Career Counseling--satisfied?																
Very satisfied	3	4	7	5	3	20	2	5	4	2	-	9	-	3	-	3.8
Satisfied	11	21	19	14	14	20	16	21	16	18	18	17	11	16	50	16.7
Undecided	14	13	5	13	9	-	4	5	8	11	6	17	-	6	17	9.3
Dissatisfied	4	7	5	11	8	10	6	12	11	8	12	8	22	16	17	8.7
Not applicable	67	54	63	57	67	50	72	57	60	60	64	48	67	58	17	61.4
49. Do after graduation																
Grad-professional school	15	17	23	6	38	33	1	*	20	24	49	22	25	36	10	21.4
Govt service	5	2	10	6	3	-	3	*	3	14	3	-	17	3	40	5.9
Business	23	52	44	29	11	27	1	*	22	12	3	22	-	18	20	22.2
Teaching	9	4	-	19	10	-	67	*	16	4	3	16	8	-	-	13.5
Military	3	2	3	1	4	7	-	*	3	4	3	9	-	8	-	3.0
Peace Corps, etc.	6	2	3	1	2	13	2	*	1	2	8	-	8	-	10	2.7
Homemaker	-	-	1	-	2	-	3	*	1	-	3	-	-	-	-	.7
Take any job	7	10	9	13	9	-	7	*	17	16	3	16	33	5	10	11.5
No plans	10	6	4	10	8	7	5	*	7	11	23	3	8	8	-	8.5
Other	8	6	1	14	14	13	11	*	11	13	8	9	-	23	10	10.6
50. Long-range career																
Academic life	21	5	4	8	22	-	28	6	29	9	26	6	7	17	9	14.3
Business	12	47	7	23	3	-	4	16	4	11	6	12	-	-	18	13.5
Professional	21	16	61	20	41	76	34	21	15	39	28	29	67	33	19	30.9
Technician--craft	6	-	1	1	3	-	1	1	-	3	2	-	-	19	-	2.3
Creative arts	1	1	1	4	2	-	2	24	21	3	-	6	-	-	-	5.2
Home and family	20	15	12	20	14	6	14	16	12	12	11	6	13	7	9	13.9
Other	14	11	4	11	10	12	12	11	13	19	17	29	13	14	36	13.3
Don't know	6	6	10	11	5	6	7	4	6	12	5	12	-	10	9	6.7

	Aq	Bus	Eng	Ec	H Sci	Nat Med	Vet Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff	All Srs
51. Kind of firm, organization																
Own business or farm	19	15	10	8	5	5	2	*	8	5	5	7	8	3	-	8.4
Small business	6	4	3	7	2	10	-	*	4	5	3	11	-	-	10	4.1
Medium-large business	16	39	48	26	7	-	1	*	15	10	3	14	17	9	20	17.6
Professional office	1	6	7	3	21	53	3	*	6	19	30	7	8	20	20	11.1
Educational institution	14	7	3	17	23	-	68	*	32	8	27	18	8	14	-	20.2
Research program	10	5	6	5	17	-	1	*	4	6	22	11	-	26	10	7.6
Welfare agency	2	2	3	6	5	-	2	*	3	14	-	4	25	-	10	5.0
Govt service	14	5	7	5	2	-	3	*	4	15	3	11	33	5	20	7.2
Other	17	16	13	22	18	32	19	*	26	17	8	18	-	23	10	18.8
Co-Curricular Activities																
52. Religious activities																
Did not	65	71	71	68	65	100	55	67	70	70	75	72	25	69	75	67.7
Sometimes	21	18	20	18	26	-	28	23	22	22	14	12	33	12	25	21.2
Often and regular	15	11	9	14	8	-	17	11	7	7	11	16	42	19	-	11.1
53. Student government																
Did not	68	76	72	82	78	77	73	72	79	72	78	52	67	78	38	73.8
Sometimes	20	19	20	16	15	15	17	17	13	18	14	32	17	16	62	17.9
Often and regular	12	6	8	2	7	8	9	11	8	10	8	16	17	6	-	8.3
54. College dept governance																
Did not	78	84	75	83	85	77	89	80	75	88	75	60	67	81	75	81.4
Sometimes	15	13	16	14	8	15	8	16	19	10	14	24	25	19	25	13.6
Often and regular	7	3	9	3	7	8	2	4	6	2	11	16	8	-	-	5.1
55. Literary activities																
Did not	92	91	86	88	86	92	81	60	60	84	83	40	67	91	88	81.2
Sometimes	9	6	10	8	12	8	13	23	28	13	11	56	25	9	-	13.9
Often and regular	-	3	4	4	2	-	6	17	12	3	6	4	8	-	12	4.9
56. Intramural athletics																
Did not	25	27	29	52	37	15	43	33	53	33	28	48	25	31	38	35.8
Sometimes	25	26	25	32	33	38	30	28	32	32	39	40	50	34	50	30.9
Often and regular	50	47	46	16	30	46	27	39	16	35	33	12	25	34	12	33.2
57. Fine arts activities																
Did not	71	77	70	66	60	62	64	59	47	62	53	40	75	53	63	62.7
Sometimes	19	16	19	25	25	31	26	23	22	26	22	44	17	44	25	23.6
Often and regular	10	7	11	9	15	8	10	19	30	12	25	16	8	3	12	13.8
58. Lectures-discussions																
Did not	32	54	30	38	35	8	37	24	26	35	25	12	-	38	25	33.6
Sometimes	57	40	54	53	50	92	51	52	54	49	58	68	67	56	50	52.1
Often and regular	11	6	15	9	14	-	12	24	20	16	17	20	33	6	25	14.2
59. Special interest groups																
Did not	37	66	47	66	60	23	66	55	66	66	64	58	50	50	62	58.7
Sometimes	32	23	33	24	26	46	24	25	25	23	28	33	25	38	12	26.9
Often and regular	31	12	20	10	14	31	9	16	10	11	8	8	25	12	25	14.4

*Communication Arts and Arts and Letters grouped together on items 49 and 51; separate on item 50.

	Ag	Bus	Eng	H Ec	Nat Sci	Vet Med	Ed	CA	A&L	Soc Sci	Ly Br	Jus Mor	Jam Mad	Med Tec	Urb Aff	All Srs
60. Volunteer programs																
Did not	74	83	75	58	62	92	45	61	76	58	67	60	67	72	75	66.1
Sometimes	16	13	18	27	25	8	30	25	18	24	28	16	25	16	12	21.4
Often and regular	10	4	8	15	14	-	24	13	6	17	6	24	8	12	12	12.5
Out-of-Class Accomplishments																
61. Organize opinion poll																
Never	4	91	95	78	89	100	77	47	82	68	89	56	67	84	62	78.9
One time	12	8	4	13	8	-	16	28	13	28	8	32	25	9	25	15.6
Two or more times	3	1	1	3	3	-	6	25	5	5	3	12	8	6	12	5.3
62. Made lab apparatus																
Never	90	100	73	100	79	85	94	94	96	95	72	92	100	94	100	91.0
One time	9	-	16	-	14	15	6	1	2	3	14	4	-	6	-	5.8
Two or more times	1	-	10	-	7	-	-	4	2	2	14	4	-	-	-	3.1
63. Organize service group																
Never	75	86	78	80	72	69	80	57	78	78	75	60	75	81	62	75.8
One time	13	9	15	11	15	31	12	29	13	9	14	28	17	6	-	13.6
Two or more times	11	6	6	9	13	-	8	13	10	13	11	12	8	12	38	10.6
64. Elected to student office																
Never	67	79	61	75	73	62	75	75	70	80	75	68	67	69	88	73.3
One time	14	11	14	15	14	23	14	17	20	10	8	16	8	16	12	13.8
Two or more times	19	10	25	10	14	15	11	8	10	9	17	16	25	16	-	12.9
65. Student-faculty committee																
Never	82	90	75	83	86	92	82	83	77	91	75	72	58	84	50	83.2
One time	10	8	14	17	9	-	14	12	18	6	14	12	17	6	50	11.5
Two or more times	8	2	11	-	5	8	4	5	5	2	11	16	25	9	-	5.4
66. President of interest group																
Never	90	94	84	96	89	100	94	92	85	91	92	88	92	91	100	90.7
One time	8	4	9	2	8	-	5	3	10	6	6	8	-	9	-	6.3
Two or more times	2	2	8	2	3	-	1	5	4	2	3	4	8	-	-	3.0
67. Volunteer aid																
Never	83	91	87	74	72	77	72	76	83	73	75	80	75	66	88	78.1
One time	8	7	6	20	13	15	14	17	10	16	11	4	17	22	12	12.8
Two or more times	9	2	6	6	15	8	14	7	6	10	14	16	8	12	-	9.1
68. Volunteer-impr project																
Never	69	76	77	67	74	85	43	57	76	63	72	40	50	84	62	67.2
One time	22	22	19	24	14	15	28	31	15	28	22	44	33	9	38	22.6
Two or more times	9	2	4	9	13	-	29	12	10	9	6	16	17	6	-	10.1
69. Attended civic group																
Never	71	76	78	72	74	92	66	60	69	64	81	68	33	69	50	69.6
One time	18	16	15	20	13	-	25	16	19	18	11	12	17	25	12	17.2
Two or more times	11	9	6	8	13	8	9	24	13	18	8	20	50	6	38	13.2
70. Saw local official																
Never	65	77	81	74	74	92	68	55	72	69	83	64	58	78	12	70.8
One time	21	17	15	25	18	8	26	17	23	19	11	32	-	16	50	19.7
Two or more times	13	5	4	1	8	-	6	28	5	12	6	4	42	6	38	9.5